DOCUMENT RESUME

ED 274 493 RC 015 940

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TITLE A Program in Art for Small Schools. Priority Country Area Program, Queensland Project Report 3.
INSTITUTION Priority Country Area Program Office, Brisbane (Australia).
SPONS AGENCY Queensland Dept. of Education, Brisbane (Australia).
REPORT NO ISBN-0-7242-1727-4
PUB DATE Jun 86
NOTE 82p.; For report number 2, see ED 262 930.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Art Activities; Art Education; Art Materials; Creative Activities; *Curriculum Development; Elementary Education; Elementary School Curriculum; Learning Activities; *Multigraded Classes; One Teacher Schools; Resource Units; *Rural Education; Rural Schools; *Small Schools; *Visual Arts

ABSTRACT

Written for use in small primary schools where children of varying ages and abilities are under the guidance of one teacher and where art is frequently neglected because of teacher workloads, these lessons form a comprehensive art program. The curriculum is divided into five categories according to medium: painting and drawing, modelling, collage and construction, printmaking, and textiles. For each medium, progressions of 5 to 7 lessons are suggested for lower, middle, and upper school children. Each lesson includes the skills and knowledge to be developed, the materials needed, and a brief description of student activities. The painting and drawing lessons begin with the use of color to depict emotion and go on to explore texture, tone, line, and combined media. The modelling section suggests numerous ways to explore the qualities of plasticine, clay, and papier-mache. The collage and construction lessons include joint projects where children work together to make a musical band and construct a dragon. To learn about printmaking, children make prints from a variety of materials beginning with hands and feet and progressing to printing blocks. Fabric construction and fabric decoration are the focus of lessons in the textiles section. (JHZ)

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In Art Schools

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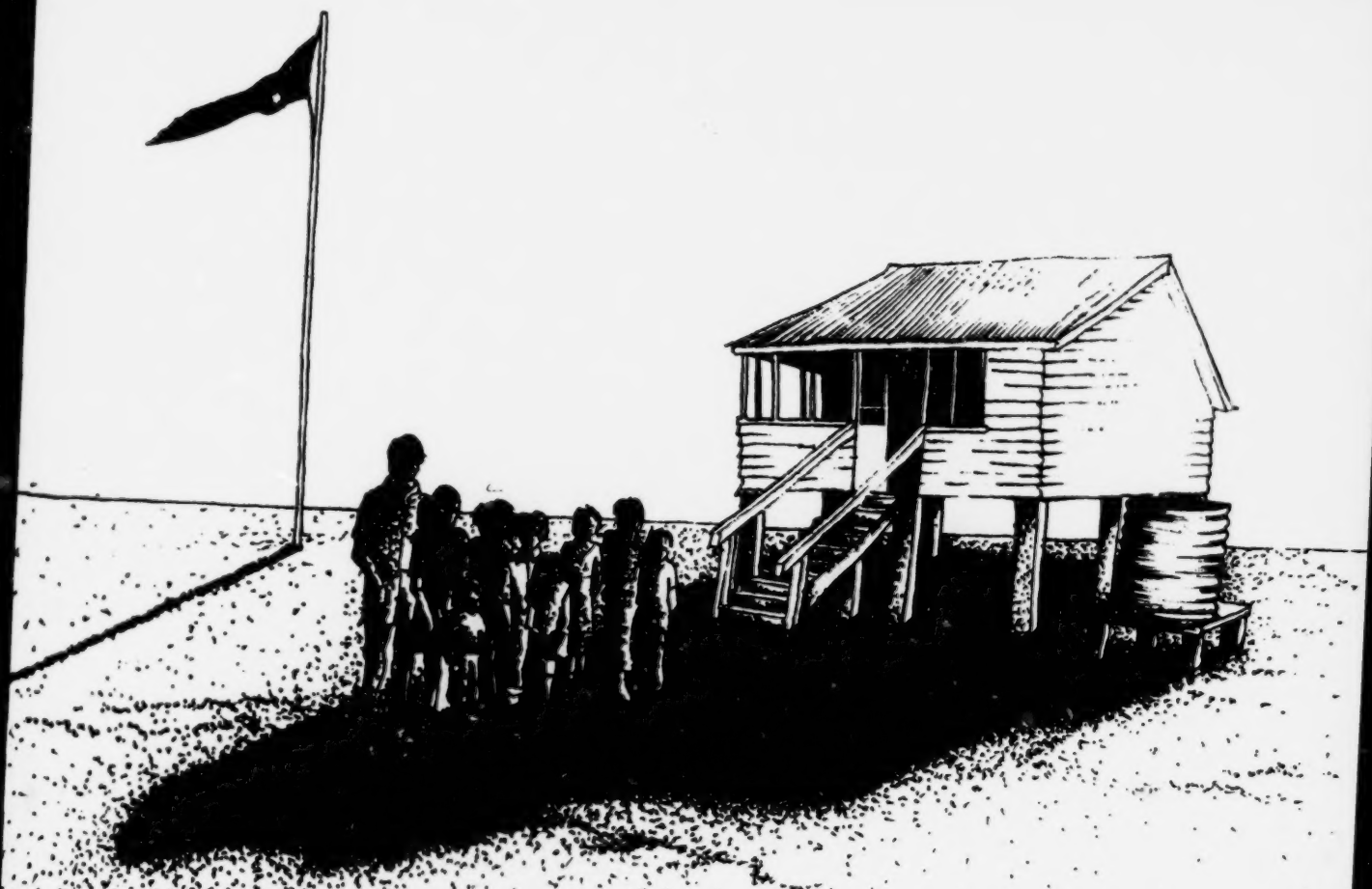

A PROGRAM IN ART FOR SMALL SCHOOLS

WRITTEN AND ILLUSTRATED BY KATHERINE BERTANI

PRIORITY COUNTRY AREA PROGRAM
DEPARTMENT OF EDUCATION, QUEENSLAND
JUNE, 1986

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PRIORITY COUNTRY AREA PROGRAM, QUEENSLAND

PUBLICATIONS IN THIS SERIES:

NO. 1 Report on Home Visits Provided by PCAP Primary Itinerant Teachers

NO. 2 Winton Contact Teacher Centre Report

NO. 3 A Program in Art for Small Schools

Bertani, Katherine
A program in art for small schools.

Bibliography.
ISBN 0 7242 1727 4.

1. Art - Study and teaching (Elementary). I. Queensland. Dept. of Education. Priority Country Area Program. II. Title. (Series: Project report (Queensland Dept. of Education. Priority Country Area Program); 3).

372.5'044

ISSN 0816-2921

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ACKNOWLEDGEMENTS

The author wishes to express her thanks to Margaret Le Maistre for the typing and preparation of this publication.

FOREWORD

This art program was designed for use in small primary schools, particularly one-teacher schools, where children of varying ages and abilities are under the guidance of one teacher.

On visiting small schools throughout north-west Queensland, it became apparent to me that teachers in schools with multi-grade classes have a workload far greater than that of the regular teacher in a larger school. Those who act as Principal also have the additional burden of administrative tasks.

For this reason I saw art frequently neglected in these schools because teachers have so little time to interpret curricula for themselves. This observation has determined the form of this program which was written so that teachers could work from a series of lessons which form a comprehensive program. Of course it is preferable for a teacher to carry out the task of interpreting curricula for themselves, but if the elimination of this task means that art gains a place within the school curriculum rather than being ignored, then it is better to eliminate this task.

In developing this program, consideration has been given to the mixed age group with whom the teacher of a small school works. I have also taken into consideration the limited resources within the small schools and their communities.

This is a sample art program and may be used in a number of ways. It could serve as a guide when planning one's own program. It may be used as a complete program in tact, or topics of your own choice may be substituted to complement other areas of the curriculum.

INTRODUCTION

The Primary Art Curriculum can be conveniently divided into categories according to medium:-
Painting and Drawing, Modelling; Collage and Construction; Printmaking; and Textiles. In order to provide an effective art program for children, each of these areas should be covered. However, I see no fault in drawing upon one's own particular interests which may lead to a program where more experience is gained in certain areas, and less in others.

In designing a program one should bear in mind the development of a particular skill, or the development of a particular area of knowledge for each activity. An awareness of the stages through which children pass enhances a sensitivity toward their work and enables appropriate selection of activities.

A section within "Program in Art for Primary Schools" published by the Queensland Department of Education is devoted to the stages of development in child art. Also Earl N. Linderman and Donald W. Herberholz devote a chapter of their book "Developing Artistic and Perceptual Awareness" to this subject.

Many teachers enjoy integrating their art program with other subjects across the curriculum. This can be most successful, particularly where a common motivational theme is used. For example, when children at Camooweal State School viewed their completed mural of a spooky forest filled with fearsome creatures, they naturally began discussing their product using a most descriptive language. Their teacher took advantage of this enthusiasm and used their painting experience as a source of motivation for a language arts lesson.

Likewise, if children are studying North American Indians as part of their school studies then it is logical to use this topic as motivation for an art lesson.

If you are in need of further ideas for activities or descriptions of various techniques, I suggest the following reference books:-

THEORETICAL

LINDERMAN, Earl W. and HERBERITOLZ, DONALD W.
"Developing Artistic and Perceptual Awareness"
Wm. C. Brown, 1974

EISNER, Elliot W.
"Educating Artistic Vision"
MacMillan, 1972

GENERAL

LINDERMAN, Earl W. and Marlene M.
"Crafts for the Classroom"
MacMillan, 1977

CRABTREE, Judy
"One Approach to Planning an Art Course in the Primary School"
Education Department of South Australia

PAINTING AND DRAWING

STRIKER, Susan
"The Anti-Colouring Book Series"
Sun Books, 1979

CUMMING, Robert
"Just Look - A Book About Paintings"
Kestrel, 1979

CARRICK, Malcolm
"Splodges"
William Collins Sons, 1975

OLIVER, Alan and FAIRBURN, Pamela
"Paint Works"

Ashton Scholastic, 1981

MODELLING

DEAN, Joan
"Clay in School"
Evans Brothers Limited, London, 1973

COLLAGE AND CONSTRUCTION

LIDSTONE, John and BUNCH, Clarence
"Working Big, A Teacher's Guide to
Environmental Sculpture"
Van Nostrand Reinhold Company, 1975

CARPENTIER, Didier and BACHELET, Joel
"Kites"
Desain Et Tolra, Paris, 1978

TEXTILES

POLLARD, S. ROTHERY, A. PERKINS, K. STEPHENS, M.
BANES, L.
"Fun With Wool"
Australian Wool Corporation

SUGGESTED PROGRESSION OF ACTIVITIES THROUGHOUT YEAR

WEEK	ACTIVITY	STAGE
1	Painting & Drawing	(1)
2	Modelling	(1)
3	Modelling	(2)
4	Collage & Construction	(1)
5	Collage & Construction	(2)
6	Painting & Drawing	(2)
7	Modelling	(3)
8	Collage & Construction	(3)
9	Collage & Construction	(3)
10	Printmaking	(1)
11	Printmaking	(2)
12	Printmaking	(3)
13	Painting & Drawing	(3)
14	Painting & Drawing	(4)
15	Modelling	(4)
16	Modelling	(5)
17	Printmaking	(4)
18	Textiles	(1)
19	Textiles	(2)

20	Textiles	(2)
21	Painting & Drawing	(5)
22	Textiles	(3)
23	Textiles	(3)
24	Textiles	(4)
25	Textiles	(5)
26	Printmaking	(5)
27	Printmaking	(6)
28	Printmaking	(7)
29	Textiles	(6)
30	Painting & Drawing	(6)
31	Modelling	(6)
32	Modelling	(6)
33	Collage & Construction	(4)
34	Collage & Construction	(4)
35	Modelling	(7)
36	Collage & Construction	(5)
37	Collage & Construction	(5)
38	Painting & Drawing	(7)
39	Painting & Drawing	(7)

PAINTING AND DRAWING

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One of the main aims of an art program is to encourage children to become more observant of their environment. Painting and drawing can provide a means of communicating how each individual reacts to and perceives his/her environment.

The process of "seeing" and the representation of what is "seen" can be broken into six categories: line, tone, texture, colour, shape and form. Emphasis can be placed on depicting the environment in either an expressive, descriptive or decorative way.

A variety of tools can be used in painting and drawing. The surface on which the paint etc. is applied can be varied in size, colour, shape, and texture. Tools for drawing can vary from charcoal to felt pens to crayons etc. The quality of paint can be changed by adding glue to thicken paint, or water to thin it. Colours can be limited or extended for variation. Tools used to apply the paint can vary from brushes, to sticks, to strips of cardboard etc.

PAINTING AND DRAWING (1)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Use of colour to depict emotion. Incidental colour mixing.

MATERIALS

Felt pens; sheets of newsprint; sheets of coloured paper; two colours of paint; brushes; and palettes.

ACTIVITIES

1. Using felt pens draw a picture of self in a happy state and another in a sad state. Encourage the use of appropriate colours in order to emphasize the feeling being portrayed, i.e. bright reds, yellows and oranges for happy feelings and dark gloomy purples, blues and black for sad.

2. Monochrome Painting.
   Do a painting of your own choice, using only two colours. Try painting onto coloured paper, using the same two colours.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Use of line and colour to depict form.

MATERIALS

Large sheets of newsprint; lead pencils; paint brushes and palettes.

ACTIVITIES

Working in pairs, one lie on a large sheet of paper in selected pose, whilst the other traces around the outline of the body to produce a silhouette. In an effort to gain a likeness, paint detail within the outline.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Use of line to depict form.

MATERIALS

Sheets of cartridge paper (newsprint will suffice); lead pencils; and erasers.

ACTIVITIES

Using someone in close view as a model, draw the outline of their face. Repeat this process, this time marking in features, carefully analysing the facial proportions. Repeat these stages on yet another drawing. This time place emphasis on gaining a three dimensional effect by use of tone.

PAINTING AND DRAWING (2)

This is a joint project where lower and upper school children work together to produce a large underwater scene.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of variations in texture of paint.

MATERIALS

Large sheet of newsprint suitable for a large group to work on; blue and green paint thinned with water; paint thickened with glue; sheets of newsprint; variety of textured papers on which to paint; brushes and palettes.

ACTIVITIES

Using thinned blue and green paint, cover the large sheet of newsprint in an attempt to produce a water-like effect. Use paint thickened with glue to produce individual paintings. Offer a free choice of subject matter to allow unlimited exploration of the medium. Paint onto a variety of textured papers, (i.e. rough, smooth, absorbent, resistant).

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Exploration of variations in brush strokes and use of thickened paint.

MATERIALS

Large sheet of paper with wash applied by lower school

children; paint thickened with glue; brushes; palettes; small sheets of newsprint; illustrations of underwater vegetation

ACTIVITIES

Using paint thickened with glue, carry out the following exercises. Cover small sheet of newsprint with dab marks. Cover another sheet without lifting the brush from it. Cover another page without touching the page with the brush. Closely observe and discuss illustrations of underwater vegetation. Students paint vegetation onto the prepared background using thickened paint.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Using line and colour in a decorative sense.

MATERIALS

Sheets of cartridge paper (newsprint will suffice), oil pastels; scissors; glue; illustrations of fish; (Brian Wildsmith's book "Fishes" published by the London Oxford University Press contains good illustrations).

ACTIVITIES

Draw outline of fish on cartridge paper, after close observation and discussion of illustrations. Decorate within the outline using oil pastels. Cut out the fish and glue to the prepared background.

PAINTING AND DRAWING (3)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration in tone.

MATERIALS

Black and white paint; plus one other colour; brushes; palettes; popsticks; toothpicks and sheets of paper.

ACTIVITIES

Imagine that the world had no colour. Do a painting using black and white paint only. Do another one, this time adding one colour.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Use of line in a decorative sense, and exploration of media (pencil).

MATERIALS

Lead pencils; coloured pencils; sheets of newsprint.

ACTIVITIES

Children produce as many different lines or marks with pencil as they can think of i.e. hard, light, sharp, blunt, lead on side etc.). Draw a wavy or angular line. Draw parallel lines about one centimetre apart to fill the page. Fill between lines using coloured pencils to produce various patterns.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Observational drawing with emphasis on using contrasting tones.

MATERIALS

Still life arranged under strong artificial light source in order to create strong shadows and highlights; lead pencils; grey paper; black paper; white paper; tracing paper; scissors; glue and erasers.

ACTIVITIES

Draw from still life on grey paper. Trace from drawing the light areas onto white paper and the dark areas onto black paper. Cut out the shapes and glue onto drawing.

PAINTING AND DRAWING (4)

This is a joint project where lower, middle and upper school children work together to paint a spooky forest.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Use of colour to depict emotion and the exploration of qualities of paint and felt pens.

MATERIALS

Felt pens; soft water colour brushes; water; sheets of cartridge or newsprint; pre-mixed paint in grey tones; stimulous material (spooky story).

ACTIVITIES

1. After reading the story and examining illustrations, discuss the colours used to give the pictures a spooky feeling.

   Use pre-mixed paint to cover large sheets of cartridge in finger painting. Tape these together to form one large sheet to be used as a background for the spooky forest mural.

2. Discuss what makes spooky creatures look spooky. Use felt pens to draw onto paper painted with water to depict a spooky creature.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Use of line to depict emotion.

MATERIALS

Sheets of cartridge paper or newsprint; oil pastels; music depicting variety of moods; scissors and glue.

ACTIVITIES

Play music while children draw freely to it. Discuss the type of lines used to each piece of music. Analyse the type of line used by illustrators in spooky drawings. Each child make a drawing of a creature and colour it brightly with craypas.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Analysis and use of graded tones.

MATERIALS

Large sheets of cartridge or newsprint; black and white paint; brushes; palettes; pencils; erasers; spooky pictures; glue and scissors.

ACTIVITIES

Observe and discuss type of shapes used in spooky pictures. Individuals draw outline of a tree onto large sheet. Discuss light and shadow as observed in painting and drawing (3). Use black and white paint within the outline ensuring that all have the light source coming from the same direction. Cut around the edge of the tree and paste to the mural.

PAINTING AND DRAWING (5)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Use of line in a decorative sense.

MATERIALS

Chalk; large area of asphalt or cement.

ACTIVITIES

1. Walk around large area constantly changing direction. Draw a line following a similar path.

2. Make giant swirls using chalk in both hands.

3. Draw a giant snake onto the cement. Children fill segments with patterns.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Use of lines to depict form.

MATERIALS

Portable drawing boards; lead pencils; erasers; sheets of cartridge or newsprint.

ACTIVITIES

Draw an outdoor scene incorporating buildings. Colour using a mass of tiny circles rather than straight lines.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Analysis of perspective and use of colour to depict form.

MATERIALS

Portable drawing boards; craypas; cartridge paper or newsprint.

ACTIVITIES

Draw a simple landscape. Draw attention to: fading colours as they become more distant, changing hue from warm when close, to cool when distant; changing size of objects when close and distant; change in hue of sky from horizon to directly overhead.

PAINTING AND DRAWING (6)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of possibilities of combined media.

MATERIALS

Crayons; paint wash; brushes; fabric dye; cartridge or newsprint; fabric.

ACTIVITIES

Do a crayon drawing. Paint wash over it. Draw with crayons onto fabric. Dip into dye (wax crayon will resist dye).

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Exploration of qualities of single media (craypas).

MATERIALS

Craypas; cartridge or newsprint.

ACTIVITIES

Draw a soft gentle animal applying very little pressure. Draw a wild angry animal applying much pressure.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of media (pen and ink)

MATERIALS

Nib pens; ink; cartridge paper; litho paper; water; brushes and crayons.

ACTIVITIES

Draw with pen and ink onto absorbant paper (cartridge) then onto smoother paper (litho) and wet paper. Highlight one of the drawings using crayons.

Collage and construction (5) involves the construction of a large dragon's head. This unit involves the decoration of a large cloth body to be attached to the head. This may be used as a costume for a Chinese dragon parade/dance.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of media and control over brush marks.

MATERIALS

Large piece of fabric; fabric paint (ordinary paint will suffice as long as the fabric is not washed); brushes and palettes.

ACTIVITIES

Carefully paint bands of colour around the edge of the fabric in order to create a border.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Exploration of media, control over brush marks and repetition of form to create pattern.

MATERIALS

As with lower school.

ACTIVITIES

Within the border paint the fabric in a mass of scale shapes.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

As with middle school.

MATERIALS

As with lower school.

ACTIVITIES

Decorate where needed with intricate designs worked in fabric paint.

MODELLING

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Children should be given opportunities to investigate qualities of various pliable materials such as: clay, plasticine and play dough. Their exploration may be directed to ensure that they will experience various ways of changing the surface of clay and its structure. Initial work may be in two-dimensions (ie: making pictures from rolled strings of clay) but should evolve or be directed toward three dimensions.

Incising a slab of clay to make a drawing can be a beginning toward working in three dimensions. This activity can be complemented by building up clay on a slab so that children experience carving away, as well as building up clay.

As children become more experienced in clay work they should be introduced to joining techniques so that their products become substantial enough to withstand the firing process. If children reach this stage it would be beneficial for them to help construct a kiln and experience methods of primitive firing (i.e. Raku). The process of primitive firing is so much easier for children to understand and would best precede more technical methods of firing.

The decoration of pots with glazes may also be considered at such a level.

A variety of other materials may be used to enhance the decoration of models for children less skilled (i.e. wool, paper, scraps, toothpicks, pipecleaners, etc.). Another possibility is to paint and/or varnish the dry models.

Children may find motivation from a variety of topics. The best I have used with younger children is Maurice Sendak's "Where the Wild Things Are" to inspire children to make their own 'Wild Thing' models.

MODELLING (1)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Investigate qualities of plasticine.

MATERIALS

Plasticine; boards.

ACTIVITIES

1. Roll plasticine into smooth ball.
2. Poke it to change its surface.
3. Pinch it to change its surface again.
4. Make the clay smooth again.
5. Tear small pieces off the ball.
6. Roll the small pieces into long shapes
7. Make a picture using these long shapes as lines.
8. Excess time can be occupied with free exploration of the medium.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Investigate qualities of plasticine and experiment in modelling three dimensional structures.

MATERIALS

Plasticine; toothpicks; pipecleaners; buttons etc; stimulous material.

ACTIVITIES

Carry out procedure for lower school: steps 1 - 4. Create free form models from plasticine. Use pipe cleaners etc., as decoration or for appendages to the body.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Investigate various methods to create indentations.

MATERIALS

Plasticine; clay tools (these can be improvised, i.e. popsticks).

ACTIVITIES

Carry out procedure for lower school. Steps 1 - 4.

Press plasticine into slab.

Experiment with a variety of clay tools to create indentations into plasticine slab.

Revising knowledge gained in previous drawing lesson regarding facial proportions, incise into the plasticine a drawing of a face.

MODELLING (2)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Explore possibilities of using plasticine to create a three-dimensional model.

MATERIALS

Plasticine.

ACTIVITIES

Squash the plasticine into a short fat shape.
Turn it into a creature.
Stretch the plasticine into a tall thin shape.
Turn it into a creature.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Develop ability to model fine detail, and introduce joining techniques.

MATERIALS

Plasticine.

ACTIVITIES

Create a free form model from plasticine, (preferably using the same topic introduced in modelling (1)).
This time instead of using pipe cleaners etc., model appendages from plasticine and join them to the body. Ensure that these are attached securely by moulding both bodies of clay together. A demonstration may be carried

out then practised by joining two small balls of plasticine together.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Adapting skills learnt in drawing into three dimensional form.

MATERIALS

Plasticine.

ACTIVITIES

Make a sphere from plasticine and mount on a stand. Model into head, neck and shoulders. Carefully analyse the face, noting protruding and sunken features.

MODELLING (3)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Investigate qualities of clay.

MATERIALS

Clay.

ACTIVITIES

Follow steps one to eight in modelling (1).

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Investigate various methods of creating indentations.

MATERIALS

Clay; various found objects suitable for creating interesting shapes when pressed into clay (mechanical parts, leaves, seed pods etc.).

ACTIVITIES

Follow steps one to four listed in the lower school section of Modelling (1). Press clay into flat slab then make indentations into clay using found objects. Model a planned design using ideas gained in previous experimentation. This may be allowed to dry then used as a mould in the activity outlined in Construction (3).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Extension of skills and knowledge developed in Modelling (1) and (2).

MATERIALS

Clay; modelling tools.

ACTIVITIES

Select a character and build a face depicting the chosen character, from a slab of clay. This may be allowed to dry then used as a mould in the activity outlined in Construction (3).

MODELLING (4)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Development of a planned approach to the modelling of a structure, and gain insight into the potential number of approaches.

MATERIALS

Plasticine.

ACTIVITIES

Make a combination of shapes naming them as they are formed. Use them as blocks to build structures.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

As for lower school.

MATERIALS

Plasticine.

ACTIVITIES

Make bricks from plasticine. Use them to build a structure (i.e. house of the future).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

As for lower school

MATERIALS

Plasticine.

ACTIVITIES

Form flat slabs from plasticine. Use them to make a structure.

MODELLING (5)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Explore possibilities of clay to create a three-dimensional model.

MATERIALS

Clay.

ACTIVITIES

Squash the clay into a short fat shape then form it into a creature. Stretch the clay into a tall thin shape then form it into a creature.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Learn joining techniques in clay. Introduce the use of tools.

MATERIALS

Clay tools and clay.

ACTIVITIES

Revise joining techniques. Demonstrate the use of tools making the task of joining easier. Join three balls of clay together. Turn it into a creature.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Continue exploration of possible methods of modelling in a three-dimensional manner.

MATERIALS

Clay.

ACTIVITES

Turn clay into long strings. Use these to build a coiled structure.

MODELLING (6)

This is a joint project where lower, middle and upper school children work together to model a landscape.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of paper mache as a modelling medium.

MATERIALS

Wallpaper paste; newspaper; board.

ACTIVITIES

Make pulp by tearing paper into tiny pieces and mulch into prepared glue.

Model a hilly landscape from the medium covering a large board.

MIDDLE AND UPPER SCHOOL

SKILLS AND KNOWLEDGE

As for lower school.

MATERIALS

As for lower school.

ACTIVITIES

Prepare pulp as outlined in activity for lower school. Model small animals and people to place in the landscape.

MODELLING (7)

LOWER MIDDLE AND UPPER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of Sand modelling medium - and gain experience in plaster casting.

MATERIALS

Cardboard boxes; damp sand; various found objects suited to forming impressions into sand; plaster; powder paint.

ACTIVITIES

Fill boxes with damp sand. Older children impress shapes into sand with fingers while younger children use an object to make an impression. (Make the hollow reasonably severe). Fill the mould with plaster. When the plaster has set, remove from the sand, the cast. On further attempts at this method, try adding colour by sprinkling powder paint into the mould prior to casting.

CONSTRUCTION

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Collage is not treated as a separate area within the Primary Art Curriculum, but rather is covered in the area of: Textiles, Printmaking and Construction.

The making of collage using fabric scraps serves as a good exploratory activity of textiles. Collage is not only a good means of decorating constructions, but introduces skills required for construction, at a more simple level.

Children should be given a variety of materials to work with. Many of these materials can be scraps or junk objects. It may on occasions be desirable to limit materials in order to enhance exploration of each particular material.

Skills in:- cutting, folding, tearing, fringeing, curling, crumpling and glueing can develop through work in collage.

In working with a wide variety of materials, children should be encouraged to compare the qualities of each so that they develop the ability to select the most suitable materials for particular tasks. They may also need to be taught various techniques in construction so that they may later select the most suitable techniques for particular tasks.

CONSTRUCTION (1)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Develop manipulative skills (cutting and glueing).

MATERIALS

Variety of coloured and textured paper; scissors; glue; cartridge paper or newsprint; and brushes.

ACTIVITIES

Categorize papers according to texture (shiny, rough etc.). Categorize papers according to colour. Select one colour to cut shapes from then arrange on cartridge paper and glue (encourage glueing for permanence).

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Develop manipulative skills (cutting and glueing) to produce a mosaic within the confines of outlines of shapes.

MATERIALS

Old magazines; scissors; glue; cartridge paper or newsprint; lead pencils; erasers and brushes.

ACTIVITIES

Draw onto the cartridge paper the outline of a piece of fruit or a vegetable. Cut from magazines the letter that begins the name of the selected fruit or vegetable i.e. (a for apple). Glue these letters within the

drawn shape to cover the entire space (care should be taken not to lose the shape).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Develop manipulative skills. Identify the portrayal of emotions in visual imagery. Use colour to depict emotions.

MATERIALS

Old magazines; scissors; glue; brushes; large sheets newsprint; paint; palettes; large brushes; sponges.

ACTIVITIES

Children work in groups, selecting two primary colours only to cover their large piece of newsprint. They should consider the mood of the selected colours and depict a scene in keeping with that mood, (i.e. red and yellow - happy colours - party scene, or blue and red - gloomy - dark scarey forest).

Cut pictures from magazine and glue to painted background to add detail to the pictures. These pictures must also be in keeping with the chosen mood.

CONSTRUCTION (2)

This is a joint project where lower, middle and upper school children work together to make a costume.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Develop skills enhanced in construction (1) exploration of a variety of textured paper.

MATERIALS

Stimulous material (story or song about dragons); variety of coloured and textured scraps of paper; scissors; glue; brushes; cartridge or newsprint.

ACTIVITIES

1. After story or song, discuss the visual quality of dragons (i.e. imagine how their skin would feel to touch).

2. From a variety of textured paper, select pieces and cut into appropriate shapes, (i.e. scales, horns, teeth).

3. Glue to background paper in order to make a picture of a dragon.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

As for lower school.

MATERIALS

As for lower school plus lead pencils and erasers.

ACTIVITIES

Step 1 from lower school procedure. Draw outline of dragon on cartridge first then fill in with pieces of textured and coloured paper.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Analysis of positive and negative shapes. Develop manipulative skills.

MATERIALS

Two sheets of paper of different colours per child (one half the size of the other); lead pencils; erasers; scissors; glue.

ACTIVITIES

Step 1 from lower school procedure. Draw outline of half a dragon's face onto the small piece of paper. Cut out the shapes and place all pieces onto the larger piece arranging them so that they make a whole face.

CONSTRUCTION (3)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Discover basic principles in constructing a stable, three-dimensional structure.

MATERIALS

Large cardboard boxes, variety of coloured scraps of paper and cardboard; glue and scissors; stimulous material (pictures of North American Indian Totem Poles).

ACTIVITIES

Construct cubby houses etc., with boxes as a group, or individually as desired. Encourage the children to make a tall pole by piling the boxes on top of one another. Show illustrations of the totem poles and discuss their decoration. Each child decorate a segment of the pole by glueing shapes cut from coloured paper and card onto their box.

MIDDLE AND UPPER SCHOOL

SKILLS AND KNOWLEDGE

Discovery of paper as a versatile and potentially strong medium for construction.

MATERIALS

Moulds made from clay in modelling (3); thin paper scraps (newspaper), glue; thin pliable plastic (lunch wrap), and coloured paper scraps.

ACTIVITIES

Cover clay mould with thin pliable plastic. Cover with several overlapping layers of small pieces of paper covered with glue. Make the final layer of coloured paper as decoration. Remove from mould when dry and trim edges with scissors.

CONSTRUCTION (4)

This is a joint project where lower, middle and upper school children work together to make a musical band.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Create three dimensional forms by padding flat shapes. Develop skills in sewing and tying.

MATERIALS

Sewing thread; tapestry needles; panty hose; acrylic fibre on shredded paper or crumpled newspaper.

ACTIVITY

Stuff the stockings with fibre. Tie off the ends at desired length. Sew pieces together to construct bodies.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Equate sewing with joining methods used in construction.

MATERIALS

Variety of threads and fabric scraps; needles; scissors and glue.

ACTIVITIES

From the scraps make hair, facial features and clothing for the bodies made by the younger children. These items may be either glued or sewn to the body.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Joining techniques. Reproduction of forms.

MATERIALS

Cardboard; variety of junk objects; scraps of paper; glue; scissors; pencils; rulers; erasers; compasses; tape; staplers.

ACTIVITIES

Select a musical instrument for each member of the band. Draw the instrument and plan how to construct it three dimensionally. Cut patterns where necessary and experiment with joins. Cut shapes from card and join in appropriate manner. Use paper and junk as decoration or in the actual construction.

CONSTRUCTION (5)

This is a joint project where lower, middle and upper school children work together to construct a dragon's head. The body of the dragon is made in Painting and Drawing (7). The product may be used as a costume for a Chinese dragon parade/dance.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Learn skills in construction through observation. Learn techniques in paper mache. Manipulative skills (threading and knotting).

MATERIALS

Beads (styrene foam or macaroni); string; paper; glue; coloured paper.

ACTIVITIES

Thread beads onto string and eventually attach to completed dragon head as decoration.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Explore the use of cardboard as a medium for constructing three dimensional forms.

MATERIALS

Pieces of coloured card; scissors; glue; tape; staplers.

ACTIVITIES

Make appendages for dragon's head from cardboard (ears, horns, teeth etc.).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Designing a three dimensional structure and exploration of the use of frame work as a means of support to a structure.

MATERIALS

Wire, pliers; chicken wire; newsprint; lead pencils; paper mache pulp.

ACTIVITIES

As a group design a dragon's head on paper and plan its construction. Demonstrate the use of wire as a skeleton on which the features can be built. Shape the wire then cover with large strips of glue covered paper. Build up areas with paper mache pulp if necessary.

Alternatively the head could be made using boxes joined with paper mache. When completed attach horns, ears, etc., made by Middle School children and beaded decorations made by Lower School.

PRINTMAKING

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PRINTMAKING

Printmaking can be divided into several categories according to technique. Templates or stencils may be used to produce prints or either raised or indented printing blocks.

Printmaking can be used in a purely decorative manner or to produce pictures.

As with other areas of the art curriculum, children should be given the opportunity to explore a variety of techniques using a variety of media.

PRINTMAKING (1)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Introduce concept of printmaking (a mark being left on a surface by something that has been pressed against it).

MATERIALS

Paint; palettes; brushes; newsprint; textured paper (corrugated card).

ACTIVITIES

Print from hands feet and fingers. Do a finger painting then take a print from it while it is still wet. Try this process using textured paper. Paint in detail over dry painting.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Introduce or reinforce concept of printmaking.

MATERIALS

Fine point felt pens; sponges soaked in various colours of paint; newsprint.

ACTIVITIES

Press thumbs or fingers onto sponges, then press wet thumb or finger onto paper to produce prints. Add drawn details to turn the prints into little creatures.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Introduce or reinforce concept of printmaking.

MATERIALS

Junk objects (jar lids, cotton reels etc.); paint; palettes and newsprint.

ACTIVITIES

Print from junk objects to make a picture.

PRINTMAKING (2)

LOWER AND MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Exploration of the use of printmaking as an efficient means of producing pattern.

MATERIALS

Junk objects; paint; palettes; litho or newsprint; music with definite rhythm.

ACTIVITIES

1. Use a limited number of junk objects to print from onto the litho paper in order to create a pattern.

2. Try printing pattern to the rhythm of music.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of the use of printmaking as an efficient means of producing a pattern.

MATERIALS

Paint; palettes; rollers; card suitable for templates; scissors; felt pens; and litho paper or newsprint.

ACTIVITIES

Draw a closed shape onto small piece of card. Cut the shape out and use as template for printing by rolling paint onto one side then pressing it against the litho paper. Arrange prints to create a pattern.

PRINTMAKING (3)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Exploration of media developing control of that media.

MATERIALS

Lengths of string; sheets of coloured and white paper; paint and palettes.

ACTIVITIES

Dangle string in paint, let fall onto paper, then press paper over string and drag the string out leaving a print.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Develop control of media. Further exploration of media.

MATERIALS

Lengths of string; sheets of white and coloured paper; paint and palettes.

ACTIVITIES

Arrange paint sodden string to make a picture on paper. Press another piece of paper over the string, then remove both the second piece of paper and the string.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Structuring a print block enabelling greater control over the print.

MATERIALS

String; sections of cardboard; blue; scissors; litho paper; rollers; paint and palettes.

ACTIVITIES

Glue string to board in a design. Use the dried board as a block for printing by rolling paint across its surface then applying paper to it and rubbing the surface to ensure a clear print.

PRINTMAKING (4)

This is a joint project where lower, middle and upper school children work together to produce a group picture.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Further exploration of found objects as potential objects to print from.

MATERIALS

Crayons; newsprint; leaves; large sheet of newsprint.

ACTIVITIES

Place paper over textural objects. Rub over paper with crayons to produce a textured effect. Collect leaves. Roll paint over the leaf then press onto paper to produce a print. Print from leaves to create foliage in the group picture after background has been prepared by the middle school.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

As for lower school.

MATERIALS

Crayons; sheets of newsprint; scissors and glue.

ACTIVITIES

Make rubbings from surrounding objects. Cut them out in the shape of trees and other features of the landscape (areas of ground, clouds, etc.).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Experience a further method of constructing a printing block.

MATERIALS

Various textured scraps of cardboard and fabric; sheets of strong card; glue; scissors; paint; palettes; and rollers.

ACTIVITIES

Build a printing block by glueing cut pieces of card and fabric to a larger piece of card. Make them to resemble animals and print onto the group picture.

PRINTMAKING (5)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Encourage control of materials and image.

MATERIALS

Small strips of cardboard; paint; palettes and newsprint.

ACTIVITIES

Dip strips of cardboard in paint and produce as many different marks as possible (use the side for lines, fold it to make shapes etc). Use this method to make a picture or pattern.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Encourage control of materials and image. Construction of a printing block.

MATERIALS

Small pieces of styrene foam; spirit based felt pens; rollers; paint; palettes and litho paper.

ACTIVITIES

Make indentations into foam by drawing a design onto it with spirit based pens (the spirit eats into the foam creating indentations). Coat with paint and press onto paper to produce a print. Use the same block several times to produce a pattern.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Introduce children to examples of prints by other artists. Encourage greater manipulation of print through stencil cutting.

MATERIALS

Examples of prints by other artists; cardboard; cutting knives; scissors; pencils; rulers; paint; rollers or brushes; palettes and litho or newsprint.

ACTIVITIES

View prints made by other artists and briefly discuss the techniques used to do each. Draw a simple design onto cardboard using closed shape. Cut shapes out and discard. Use the remainder of the card as a stencil. Using a roller cover the stencil with paint. The shape may be repeated on the same print using another colour. Notice the new colour produced when two colours overlap. Place stencil over paper and hold firmly.

PRINTMAKING (6)

LOWER AND MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Further exploration of found objects, suitable for printmaking. Develop control over the use of such media to produce pictures.

MATERIALS

Halved fruit and vegetables; paint; palettes; litho or newsprint; scissors and glue.

ACTIVITIES

Dip halved fruit and vegetables into paint then press onto paper to produce prints. Experiment with the variety provided. Cut around the shapes produced and arrange onto another piece of paper to construct a picture. When content with the arrangement, glue down the shapes.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Extend skills in stencil cutting.

MATERIALS

Cartridge paper; lithopaper; cutting knives; scissors; pencils; silk screens; masking tape.

ACTIVITIES

Observe various silhouettes of figures taking note of movement shown in them. Each child draw a figure in movement then trace off the silhouette. Cut around the silhouette, discard the actual shape and retain the remainder to use as a stencil. Place the stencil on top of a piece of litho then a silk screen on top of the stencil. Lay paint across one end of the screen then spread across the whole screen using the squeegee. Again a second colour may be applied using the same stencil. The screen must be thoroughly cleaned between prints and prints must be dry before a second colour is applied.

PRINTMAKING (7)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Introduce principal of screen printing.

MATERIALS

Silk screens; wax crayons; litho paper; paint or ink; squeegees.

ACTIVITIES

Draw with crayons onto the screen. Lay paint along one edge of the screen. Working in pairs so that the screen can be held firmly while the paint is spread across the screen evenly using the squeegee. This should force the paint through the uncovered areas of the screen. Run off several copies of each design. Perhaps some purpose may be given to this process by printing posters, Christmas cards, etc.).

*Use thinners to remove crayon from the screen.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Introduce or extend principals of screen printing.

MATERIALS

Collected flat objects (leaves etc.), silk screens; squeegees; paint; litho paper.

ACTIVITIES

Arrange found objects on litho paper. Place screen over then print in the manner outlined in lower school activities. Slight changes may be made to the arrangement so that each print is slightly different, creating a series similar to a succession of frames in a film or comic strip.

UPPER SCHOOL

SKILLS AND KNOWLEDGE

Extension of skills and knowledge in screenprinting.

MATERIALS

Adhesive plastic; screens; squeegees; fabric paint; printing ink or acrylic paint mixed with fixative; fabric squares and/or T-shirts.

ACTIVITIES

For this activity it would be ideal if there was some obvious purpose in the production of prints (T-shirts for the athletics team; posters for advertising). As a group, arrive at a suitable design. Transfer this to the plastic adhesive and cut out to use as a stencil. Adhere the plastic to the screen and print in the manner described in lower school activities.

TEXTILES

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Textiles can be divided into two main areas, Fabric Construction and Fabric Decoration. Experience in both these areas begins in the lower school in very basic ways. For example - the unravelling of woven fabrics and strands of yarn can lead to an understanding of fabric construction. Replacing drawn threads with varying colours of yarn is a simple form of fabric decoration. Experience with and a knowledge of fabrics can be gained by using fabric scraps in collage picture making. As children became more advanced, they can be taught techniques in stitchery which can be used to replace glue in adhering the collage to a fabric background.

Children in the middle and upper school can further understand fabric construction by experience in the spinning and weaving of yarn. Children at this level can gain experience in fabric decoration in a variety of ways, Printmaking, Stitchery, Tie-dye and Batik and a decorative approach to weaving.

Activities in this medium demonstrate how art can be functional e.g. - experiments by children in the variety of techniques mentioned can be sewn together to construct curtains, cushions etc. Articles can be made from hand spun and woven yarn.

This area of art naturally complements units in other areas of the curriculum such as the study of clothing, and crafts of other cultures in Social Studies.

TEXTILES (1)

LOWER SCHOOL

SKILLS & KNOWLEDGE

Enhance understanding of methods of fabric construction and an appreciation of the varying qualities obtainable. Develop manipulative skills (cutting and glueing).

MATERIALS

Variety of fabric scraps; glue; scissors; cartridge paper or card.

ACTIVITIES

Sort scraps into various categories according to texture (soft, scratchy, shiny, etc.)

Cut shapes from a particular category to make a collage. (Some children may be encouraged to develop the idea to make pictures i.e. - soft furry animals).

MIDDLE SCHOOL

SKILLS & KNOWLEDGE

As for lower school

MATERIALS

As for lower school plus lead pencils and erasers

ACTIVITIES

Onto the cartridge paper, draw the outline of a standing human figure. Cut from fabric, clothes to glue onto the figure. (Make two sets of clothes, one appropriate for cold weather, the other for hot).

UPPER SCHOOL

SKILLS & KNOWLEDGE

As for lower school, plus an understanding of history of textile construction.

MATERIALS

Drop spindles; spinning wheels; scissors; fleece; sections of spun wool.

ACTIVITIES

Examine spun wool by pulling it apart in order to gain some idea of its construction.

Show children how to prepare the wool for spinning.

Demonstrate the use of the drop spindle (filmstrips are available from the Education Department that demonstrate techniques in spinning and weaving).

Demonstrate the use of the spinning wheel.

Help children to gain success by working the foot mechanism enabling them to concentrate on the actual spinning process. (pairs of children can operate the wheel in this manner).

TEXTILES (2)

LOWER SCHOOL

SKILLS & KNOWLEDGE

As for textiles (1)

MATERIALS

Scraps of hessian or other coarse weave fabric; glue; coloured paper; scissors.

ACTIVITIES

1. Unravel threads from a piece of fabric. Pull the strands apart. Use the unravelled strands to make a line drawing.

   Glue to the coloured paper. The outline may be filled in with various fabric scraps.

2. Tear fabric into long strips. Use in a collage of a hairy monster.

MIDDLE SCHOOL

SKILLS & KNOWLEDGE

Enhance knowledge of fabric construction concentrating on basic stitchery as a joining technique and to a lesser degree as decoration.

MATERIALS

Scraps of fabric; sewing thread; needles; pins; hessian or lawn to work upon.

ACTIVITIES

Select pieces of fabric that could be effective in depicting a sunny garden scene. Cut shapes from the fabric and construct such a scene. Pin the pieces to the background. Sew them down using a running stitch.

UPPER SCHOOL

SKILLS & KNOWLEDGE

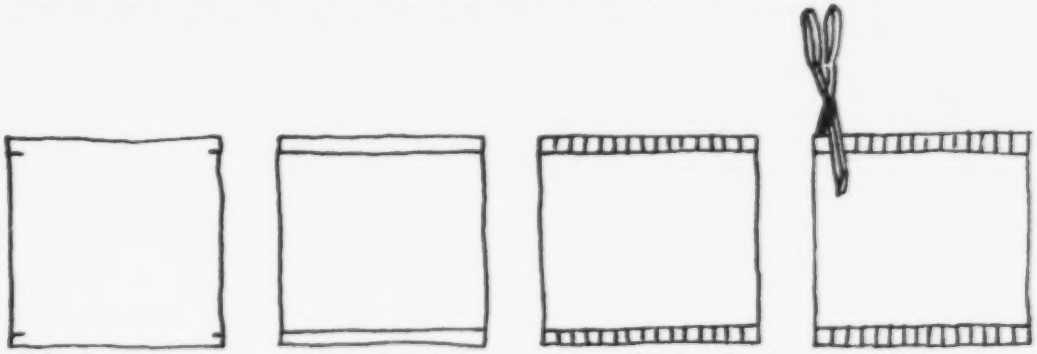
Extend knowledge of and experience in fabric construction.

MATERIALS

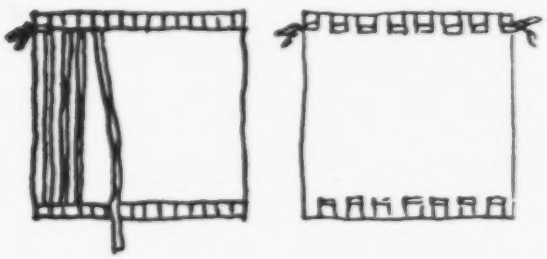
Piece of card per child appproximately 30 cm square; tapestry needles; woollen yarn; demonstration cards.

ACTIVITIES

Make the cardboard loom in the following manner:-

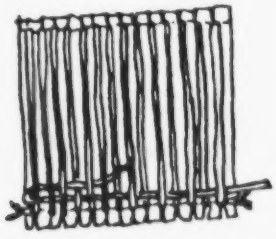


Wind the warp. Check that each child winds the warp on one side of the loom only.



Show examples of woven fabric and discuss different patterns proposing how each is done.

Weave a pattern on the loom



On completion remove the cardboard loom. Sections may be sewn together to make a rug.

TEXTILES (3)

LOWER AND MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

Exploration of fabric construction. Develop notions in fabric decoration.

MATERIALS

Pieces of hessian; tapestry needles.

ACTIVITIES

Fringe each edge of the piece of hessian. Count in six-seven threads from one side and draw the seventh thread out. Do this on each side, creating a border. Replace the thread with one of another colour. Use a tapestry needle to assist in weaving the new thread under and over the existing threads. Several rows may be done in order to create a patterned border. In the space in the centre make a drawing by stitching in a different colour. Older children may wish to learn new stitches. Encourage them to discover their own stitches (make a zig zag line etc.).

UPPER SCHOOL

SKILLS AND KNOWLEDGE

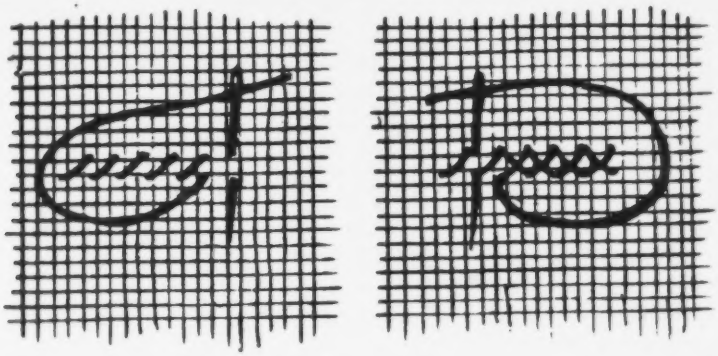
Develop notions and skills in the decoration of fabric using stitchery.

MATERIALS

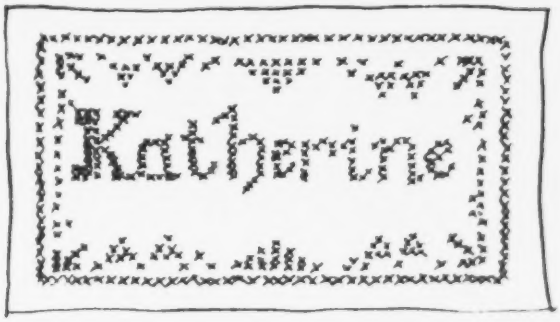
Coloured embroidery thread; needles and scissors; graph paper; lead pencil; piece of hessian per child; small scrap of hessian per child for experimentation.

ACTIVITIES

Demonstrate cross stitch step by step with children repeating each step on their scrap of hessian.



Show a variety of designs using this stitch, e.g.



Children make their own design on graph paper then reproduce in stitches on hessian.

This is a traditional craft for young girls - many examples of children's work throughout time can be found in embroidery books.

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TEXTILES (4)

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Vary experience in fabric decoration by introducing dyes as a medium.

MATERIALS

Red, blue and yellow dye mixed in large buckets (only quarter fill buckets); rubber gloves; small pieces of lawn; string; wax crayons; iron.

ACTIVITIES

Dip fabric into buckets randomly in order to discover how many colours can be made. Between dipping from one colour to the next draw on a piece with a wax crayon. The waxy areas will resist the dye. When finished the crayon can be melted out of the fabric using a hot iron.

MIDDLE SCHOOL

SKILLS AND KNOWLEDGE

As with lower school.

MATERIALS

As with lower school minus wax crayons and iron.

ACTIVITIES

Examine examples of and discuss various methods of fabric decoration.

Explain principle of decorating with dyes (penetration of dye into fabric can be restricted by various means enabling the fabric to display several colours after dyeing), i.e. tie dye.

Demonstrate basic circular tie. Children follow in steps then dye their sample using one colour only.

Explore other methods of tying. This exploration can be encouraged by a good display of various techniques of tie dye.

TEXTILES (5)

LOWER MIDDLE AND UPPER SCHOOL

Experience in Textiles (4) was gained using commercial synthetic dyes. Similar effects and a greater understanding can be obtained through the production of natural dyes. Try making your own dyes from locally found vegetable matter and use in a similar manner as synthetic dyes in previous activity. There are numerous books published which give recipes. One inexpensive book can be found amongst Rigby Publishers Instant Book series in a title "Country Craft", written by Kate Crofter. From my experience however its more fun to simply try whatever plant matter that is available (i.e. brown onion skins, sour sobs, gum leaves). Simply boil the vegetable matter in water to make the dye. For best results the fabric should be boiled in the strained dye for a couple of hours, but this is most often unsuitable for the classroom.

TEXTILES (6)

This is a joint project where lower, middle and upper school children work together to construct curtains or cushions using tie-dyed and printed samples produced in previous activities.

LOWER SCHOOL

SKILLS AND KNOWLEDGE

Manipulative skills in cutting, plaiting and knotting.

MATERIALS

Strips of fabric.

ACTIVITIES

Plait together strips of fabric and knot the end. When the curtain is complete these may be attached as a fringe.

MIDDLE AND UPPER SCHOOL

SKILLS AND KNOWLEDGE

Development of sewing skills and introduction of mechanized sewing.

MATERIALS

Prepared sample squares; pins; needles; sewing thread; sewing machine.

ACTIVITIES

Sew together by hand individual squares. Sew the edge seams by machine (if available). Spend time with individuals who wish to do some sewing by machine.

The "windmill" symbol has been used by the Victorian Country Education Project as its logo since 1978.